

CHAPTER  
**14**  
SECTION 1

# Note Taking Study Guide

## THE SEARCH FOR SPICES

**Focus Question:** How did the search for spices lead to global exploration?

*As you read this section in your textbook, complete the following flowchart to identify causes and effects of European exploration. Some items have been completed for you.*

<p><b>Columbus Sails West</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Portugal Leads</b></p> <ul style="list-style-type: none"> <li>• Rounds southern tip of Africa</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Reasons to Explore</b></p> <ul style="list-style-type: none"> <li>• Control trade</li> <li>• Gain direct access to Asia</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
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**CHAPTER**  
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**SECTION 1****Section Summary****THE SEARCH FOR SPICES****READING CHECK**

What was the main source of the spices Europeans wanted?

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**VOCABULARY STRATEGY**

Find the word *authority* in the underlined sentence. Sometimes a word will be defined nearby. Clue words or phrases that signal a definition include *which means, also known as, and or*. Notice that *authority* is defined within this sentence. Find the clue word that signals the definition. Circle the word in the sentence that could help you figure out what *authority* means.

**READING SKILL****Identify Causes and Effects**

Identify one cause of European exploration.

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Identify one effect of Portugal's explorations along the coast of Africa.

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By the 1400s, Europe's demand for trade goods, especially valuable spices, was growing. The chief source of spices was the **Moluccas**, an island chain in present-day Indonesia. Arab and Italian merchants controlled most trade between Asia and Europe. Europeans outside Italy wanted their own access to Asia's trade goods.

**Prince Henry** encouraged Portuguese sea exploration. He believed that Africa was the source of the riches the Muslim traders controlled. He also hoped to reach Asia by going along the African coast. **Cartographers** prepared maps for the voyages. In 1497, **Vasco da Gama** led four Portuguese ships around the southern tip of Africa. Eventually, they reached the great spice port of Calicut on the west coast of India. Soon, the Portuguese seized ports around the Indian Ocean and created a vast trading empire.

Now others looked for a sea route to Asia. The Italian navigator **Christopher Columbus** persuaded Ferdinand and Isabella of Spain to pay for his voyage. In 1492, Columbus sailed west with three small ships. When the crew finally spotted land, they thought they had reached the Indies, or Southeast Asia. What Columbus had actually found were previously unknown lands.

The Spanish rulers asked Spanish-born Pope Alexander VI to support their authority, or power, to claim the lands of this "new world." The pope set the **Line of Demarcation**. This gave Spain rights to lands west of the line; Portugal had rights to lands east of the line. Both countries agreed to these terms in the **Treaty of Tordesillas**.

Europeans still had not found a quick sea route to Asia, however. In 1519, a Portuguese nobleman named **Ferdinand Magellan** sailed west from Spain to find a way to the Pacific Ocean. In 1520, he found a passageway at the southern tip of South America. Magellan was killed along the way, but the survivors of this voyage were the first to **circumnavigate**, or sail around, the world.

**Review Questions**

1. Why did European explorers seek a direct sea route to Asia?

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2. Who was Vasco da Gama?

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CHAPTER  
**14**  
SECTION 2

# Note Taking Study Guide

## TURBULENT CENTURIES IN AFRICA

**Focus Question:** What effects did European exploration have on the people of Africa?

*As you read this section in your textbook, complete the following chart to identify the effects of European exploration in Africa. Some items have been completed for you.*

<b>Effects of European Exploration</b>	<b>New African States</b>	<ul style="list-style-type: none"> <li>Asante kingdom emerges in the area of present-day Ghana.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
	<b>Slave Trade</b>	<ul style="list-style-type: none"> <li>European involvement encourages broader Atlantic slave trade.</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
	<b>European Footholds</b>	<ul style="list-style-type: none"> <li>Portuguese establish forts and trading posts.</li> <li>Portuguese attack coastal cities of East Africa.</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>

**CHAPTER**  
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**SECTION 2****Section Summary****TURBULENT CENTURIES IN AFRICA****READING CHECK**

Which African ruler tried to stop the slave trade?

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**VOCABULARY STRATEGY**

Find the word *unified* in the underlined sentence. What clue can you find in its prefix, *uni-*? Think of other words that have the same word part, such as *unicycle* or *unicorn*. What do a unicycle and a unicorn have in common? Use the information about the word part *uni-* to help you figure out what *unified* means.

**READING SKILL**

**Identify Effects** Identify one major effect of the slave trade on African states.

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The Portuguese gained footholds on the coast of West Africa by building small forts and trading posts. From there, they sailed around the coast to East Africa. There they continued to build forts and trading posts. They also attacked Arab trading cities in East Africa, such as **Mombasa** and **Malindi**. They eventually took over the East African trade network.

Europeans began to view slaves as the most important part of African trade. By the 1500s, European interest caused the slave trade to grow into a huge moneymaking business. Europeans especially needed workers for their **plantations**, or large estates, in the Americas and elsewhere. Some African leaders tried to slow down or stop the slave trade. The ruler of Kongo, **Affonso I**, was one. He had been taught by Portuguese **missionaries**, and wanted to maintain ties with Europe but stop the slave trade. He was unsuccessful.

The slave trade had major effects on African states. Some small states disappeared forever because of the loss of so many young people. At the same time, new states arose. Their ways of life depended on the slave trade. The **Asante kingdom** emerged in the area of present-day Ghana. In the late 1600s, an able military leader, **Osei Tutu**, won control of the trading city of Kumasi. From there, he conquered neighboring peoples and unified the Asante kingdom. Under Osei Tutu, the Asante kingdom set up a **monopoly**, or sole control, over gold mining and the slave trade. The **Oyo empire** arose as waves of Yoruba people settled in the region of present-day Nigeria. Its leaders used wealth from the slave trade to build a strong army.

By the 1600s, several other European powers had built forts along the west coast of Africa. In 1652, Dutch immigrants arrived at the very tip of the continent. They built **Cape Town**, the first permanent European settlement. Dutch farmers, called **Boers**, settled the lands around the port.

**Review Questions**

1. How did the Portuguese gain footholds on the coasts of Africa?

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2. Who was Osei Tutu?

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CHAPTER  
**14**  
SECTION 3

## Note Taking Study Guide

### EUROPEAN FOOTHOLDS IN SOUTH AND SOUTHEAST ASIA

**Focus Question:** How did European nations build empires in South and Southeast Asia?

*As you read this section in your textbook, complete the flowchart below to identify causes and effects of European exploration in South and Southeast Asia. Some items have been entered for you.*

<b>Portugal</b>	<ul style="list-style-type: none"> <li>Builds a rim of trading outposts and controls spice trade between Europe and Asia</li> <li></li> <li></li> <li></li> </ul>
<b>Netherlands</b>	<ul style="list-style-type: none"> <li>Establishes Cape Town and gains a secure foothold in the region</li> <li></li> <li></li> <li></li> </ul>
<b>Spain</b>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
<b>Britain</b>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>

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**SECTION 3****Section Summary****EUROPEAN FOOTHOLDS IN SOUTH AND SOUTHEAST ASIA****READING CHECK**

Who took control of southern Asia from the Portuguese?

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**VOCABULARY STRATEGY**

Find the word *strategic* in the underlined sentence. The word describes the settlement of Cape Town. What can you learn about Cape Town from the next sentence? Use these context clues to help you decide which word below is a synonym for *strategic*.

1. favorable
2. unfavorable

**READING SKILL****Identify Causes and Effects**

Identify one cause and one effect of the Mughal emperors' decision to grant trading rights to Europeans.

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After Vasco da Gama's successful voyage to India, the Portuguese returned to the Indian Ocean. They were under the command of **Afonso de Albuquerque**. In 1510, the Portuguese seized the island of **Goa** off the coast of India. Then, they took the trading port of **Malacca**. In less than 50 years, the Portuguese built a trade empire with military and merchant **outposts**. For most of the 1500s, they controlled the spice trade between Europe and Asia.

The Dutch challenged the Portuguese control of Asian trade. In 1599, a Dutch fleet returned from Asia with a cargo of spices. Soon after, the Dutch set up colonies and trading posts around the world. This included their strategic settlement at Cape Town. From Cape Town they could repair and re-supply their ships. In 1602, a group of wealthy Dutch merchants formed the **Dutch East India Company**, which had full **sovereign** powers. This meant that the company could build armies, wage war, negotiate peace treaties, and govern overseas territory. Soon, the Dutch East India Company came to control much of southern Asia. Meanwhile, Spain took over the **Philippines**, which became a key link in its huge empire.

Mughal India was at the center of the valuable spice trade. The **Mughal empire** was larger, richer, and more powerful than any kingdom in Europe. Therefore, Mughal emperors saw no threat in granting trading rights to Europeans. Europeans were permitted to build forts and warehouses in coastal towns.

Over time, the Mughal empire weakened, however, and French and British traders fought for power. Like the Dutch, both the British and the French had formed East India companies. The British used their army of **sepoys**, or Indian troops, to drive out the French. By the late 1700s, the British East India Company had used its great wealth to take over most of India.

**Review Questions**

1. How did the Portuguese build a trade empire?

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2. What are sovereign powers?

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CHAPTER  
**14**  
SECTION 4

## Note Taking Study Guide

### ENCOUNTERS IN EAST ASIA

**Focus Question:** How were European encounters in East Asia shaped by the worldviews of both Europeans and Asians?

*As you read this section in your textbook, complete the following chart to understand the effects of European contacts in East Asia. Some items have been completed for you.*

<b>European Contacts in East Asia</b>	<b>Japan</b>	<ul style="list-style-type: none"> <li>Japanese at first welcome Westerners and adopt Western firearms.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
	<b>Korea</b>	<ul style="list-style-type: none"> <li>Korea restricts contacts with the outside world.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>
	<b>China</b>	<ul style="list-style-type: none"> <li>New crops from the Americas boost farm output.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>

CHAPTER  
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SECTION 4

## Section Summary

### ENCOUNTERS IN EAST ASIA

#### READING CHECK

What did the Manchus name their new dynasty?

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#### VOCABULARY STRATEGY

Find the word *allegiance* in the underlined sentence. Think about your prior knowledge of this word. You may say the Pledge of Allegiance at public events. What does it mean when you pledge your *allegiance* to something? Use prior knowledge to help you figure out what *allegiance* means.

#### READING SKILL

**Identify Effects** Explain what caused the shoguns in Japan to grow hostile toward foreigners.

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Portuguese traders reached China in 1514. They wanted Chinese silks and porcelains, but the European goods they brought to trade were not as fine as Chinese products. The Chinese, therefore, asked to be paid in gold or silver. The Ming rulers let the Portuguese and other Europeans set up a trading post at **Macao**, in present-day **Guangzhou**. Portuguese missionaries came with the traders. Later, Jesuits arrived, too. The Jesuit priest **Matteo Ricci** made a strong impression on the Chinese, who welcomed learning about Europe.

Eventually, the Ming dynasty weakened. In 1644, the **Manchus**, a people from Manchuria, seized Beijing and made it their capital. They set up a new dynasty called the **Qing**. Two rulers oversaw the most brilliant age of the Qing—Kangxi and his grandson **Qianlong**. Under both emperors, the Chinese economy expanded. Internal trade grew. The Qing kept the Ming policy of restricting foreign traders, however. When **Lord Macartney** led a British diplomatic mission to China, his attempt to negotiate for expanded trade failed.

Like China, Korea restricted contact with the outside world. In the 1590s, a Japanese invasion devastated Korea. Then in 1636, the Manchus conquered Korea. In response, Korea excluded all foreigners except the Chinese and a few Japanese. It became known as the “Hermit Kingdom.”

The Japanese at first welcomed Westerners. Traders arrived in Japan at a time when warrior lords were struggling for power. The warrior lords quickly adopted Western firearms. Jesuit priests converted many Japanese to Christianity. The shoguns, or rulers, however, grew hostile toward foreigners. They worried that Japanese Christians owed their allegiance to the pope rather than to them. The shoguns expelled foreign missionaries and barred all European merchants. To learn about world events, however, they let one or two Dutch ships trade each year at a small island in **Nagasaki** harbor. Japan remained isolated for more than 200 years.

#### Review Questions

1. How did the Ming learn about Europe?

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2. Why did Korea become known as the “Hermit Kingdom”?

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